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This annotated bibliography contains 113 entries, mainly 1964 or later and most with abstracts, covering the residential method; historical reviews (including the rise of the Scandinavian folk high schools); bibliographies on instructional methods and techniques and related aspects of residential education; directories of facilities, programs, and learning resources; conference planning and administration; program descriptions from such areas as professional education, management training, inservice training, sensitivity training, labor education, family life education, and the contemporary folk schools; proposals for continuing education centers; programs and institution surveys; clientele surveys; and foreign residential education. The document includes notes on availability, a list of ERIC/AE publications, and instructions for ordering from the ERIC Document Reproduction Service. (ly)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

# RESIDENTIAL ADULT EDUCATION

## CURRENT INFORMATION SOURCES No 25

OCTOBER 1969

AA 000 413

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This annotated bibliography contains 113 entries, mainly 1964 or later and most with abstracts, covering the residential method; historical reviews (including the rise of the Scandinavian folk high schools); bibliographies on instructional methods and techniques and related aspects of residential education; directories of facilities, programs, and learning resources; conference planning and administration; program descriptions from such areas as professional education, management training, inservice training, sensitivity training, labor education, family life education, and the contemporary folk schools; proposals for continuing education centers; programs and institution surveys; clientele surveys; and foreign residential education. The document includes notes on availability, a list of ERIC/AE publications, and instructions for ordering from the ERIC Document Reproduction Service.

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# INTRODUCTION

Listed here, with citations and abstracts, are documents related to one or another aspect of residential adult education which have entered the ERIC Clearinghouse on Adult Education in the past year or two. They are mostly from recent years. I notice, however, that during this period we have brought quite a number of the older publications from our collections into the ERIC/AE files, a reflection of our interest in this subject.

Most of these abstracts have appeared in the regular monthly publication, Research in Education. A companion publication, Current Index to Journals in Education, is now being published, providing comprehensive coverage of some 250 educational journals, with that number rapidly increasing. I am pleased that since its inception, CIJE has covered nine adult education journals; five others are presently being added; in January, 1970 many others will be added and annotations provided for all articles. I am hopeful that we can at that time cover the excellent, though intermittent, Continuing Education Reports, produced at the University of Chicago and, so far as I can detect, the only serial publiction devoted to residential adult education. Ordering information for these two indispensable monthly publications is given on page 38.

Many documents listed here may be obtained in inexpensive microfiche or hard copy reproduction from the ERIC Document Reproduction Service; others may be obtained from your library or the originating sources. Please read carefully the note on availability of documents.

Please be sure you are sending to ERIC/AE two copies (one is destroyed in making microfiche) of any documents, published or not, which relate to any aspect of adult education research, theory or practice. Many thanks.

Roger DeCrow, Director
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Syracuse, New York 13210

October 1969

# I. RESIDENTIAL METHOD

CONTINUING EDUCATION IN ACTION; RESIDENTIAL CENTERS FOR LIFELONG LEARNING. Alford, Harold J. 1968. 162p. Available from John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016.

This book deals with university continuing education centers emphasizing those at ten pioneering institutions (Michigan State University, Columbia, Oxford, California Polytechnic State College, Notre Dame, The University of Chicago, and the Universities of Georgia, Nebraska, Oklahoma, and New Hampshire) that came into being through the financial assistance of the W.K.Kellogg Foundation. The role and background of continuing education centers, origins of the centers described here, the design and financing of facilities, program planning and presentation (including special degree programs), the use of research and staff training to improve continuing education, approaches to program administration and finance, and anticipated trends in residential continuing education are discussed and documented. AC 003 262

RESIDENTIAL ADULT EDUCATION -- AN ANALYSIS AND INTERPRETATION. Schacht, Robert Hugo. Wisconsin University. Ph.D.Thesis. 1957. 401p. Available from University Microfilms, Order Number 57-3546, price in microfilm $5.15.

This thesis aimed to study the past and project the future of residential adult education in the United States. The roots of residential adult education were traced to the Chautauqua movement, Danish folk schools in the United States, and adaptations of the folk school idea. Modern variations on the residential theme were described and the status of residential education in Scandinavia, England, Canada and the Netherlands was examined. Rationale was discussed and future prospects were evaluated in the light of past history, consistency with learning theory, and American cultural influences. A trend toward larger, more formal, more task-oriented programs, better and more centrally located facilities, greater flexibility of scheduling, and an orientation to higher education, the "center building" and the "conference office" was seen. Finally the paper described desirable staff characteristics and called for cooperative efforts in staff development.

THE DEVELOPMENT AND TESTING OF A TYPOLOGY OF UNIVERSITY RESIDENTIAL ADULT EDUCATION PROGRAMS (Dissertation proposal). Buskey, John H. 1966 35p. EDRS Order Number ED 010 868, price in microfiche $0.25, in hard copy $1.85.

This is a research proposal to develop and test a typology for classifying educational programs conducted by university residential adult centers. This typology will be inductively developed, based on educational distinctions logically formulated, descriptive, and set at a level of generality where loss by fragmentation will not be too great. In a pilot study, 16 residential programs conducted by the University of Chicago Center for Continuing Education were inductively analyzed, and 3 program elements identified. Organizing principles were abstracted from the elements. About 265 other Chicago Center programs will be classified to refine and complete the typology, which will then be field-tested for communicability, comprehensiveness, usefulness, acceptance, and consistency. About 25 program directors and coordinators from 6 other university residential centers will use the typology to classify 375 programs. Directors, coordinators, and professors of adult education will be interviewed to determine the extent to which the criteria are met. The proposal includes 25 references.

THE RESIDENTIAL SCHOOL IN AMERICAN ADULT EDUCATION, NEW DIRECTIONS FOR UNIVERSITY ADULT EDUCATION. Pitkin, Royce S. Center for the Study for Liberal Education for Adults, Chicago, Illinois. 1956. 57p. Available from Syracuse University Press, Box 8, University Station, Syracuse, New York 13210. $2.00.

Educational and psychological advantages of the small residential adult schools are discussed, as well as the influence of the Danish residential folk schools. The brief, relaxed, informal, small group sessions provide an opportunity for individuals to express themselves which contributes to their self confidence, improvement, and understanding. The residential method attempts to meet the five basic adult needs of -- insight into our culture, an increased awareness of civil and social problems, a more active citizenry, development of techniques and methods for cooperation among ourselves and others, and providing for richer, fuller aesthetic and spiritual values. Success of the residential learning experience can be seen in the increased participation of adults in the community. This method has been successful in such educational areas as -- introducing foreign students to the United States, teacher education, family life education, and teaching recreation. Limitations to residential adult education include scarcity of teachers and centers, lack of familiarity of programs among adults, and time limitations imposed on adults by their jobs. The appendix provides descriptions of American and Canadian residential school programs. AC 001 857

SMALL GROUPS--IN RESIDENCE (in TEACHING AND LEARNING IN ADULT EDUCATION by Harry L. Miller, Macmillan, 1964/123-153). Miller, Harry L. 1964. 31p.

Part of a larger work on adult education processes and methods, this chapter begins by noting the range of residential education formats and purposes, then assesses the actual and alleged advantages of the residential method, suggests steps for maximizing the potential of this method, and proposes the creation of the role or function of process analyst to help group members to gain insight into learning processes and to explore their own interpersonal relations as an informal part of the curriculum. Problems of sequencing and of proper use of available time are raised. The value of the interdisciplinary approach, coupled with the common backgrounds of participants and the concentrated nature of the experience, and based on a workable balance between administrative planners and academic experts, is indicated. The document includes chapter notes and a condensed description and evaluation of the two-week Vassar Institute for Women in Business, held at Vassar College in August 1956. AC 000 810

TEACHING AND LEARNING IN ADULT EDUCATION. Miller, Harry L. Macmillan Company, New York. 1964. 345p.

In this guide to learning and teaching in adult education, various educational principles, kinds of learning, and methods and techniques are examined. Chapters 1 and 2 survey basic learning processes, types of behavior change, educational aims and methods, and crucial conditions for learning (chiefly motivation, awareness of needs and goals, practice, and a sequence of appropriate materials). Concept attainment, problem solving, and other significant kinds of behavior change are explained in the third chapter. Uses of small group techniques in classrooms, residential programs, and informal group discussion are covered in the next three chapters. The remainder of the book discusses programed instruction, correspondence study and other methods and resources for individual study, the role of television and other mass media in formal and informal adult education, and evaluation techniques and processes. The document includes an index and chapter notes. AC 000 808

THE COMPARATIVE QUALITY OF WORK DONE BY STUDENTS IN RESIDENCE AND IN CORRESPONDENCE WORK. Larson, Emil L. In Journal of Educational Research v25 p105-109, February 1936. 5p.

A comparison of the grades of 56 University of Arizona students who had taken both residence work and correspondence courses revealed that the grades earned in correspondence study tended to be slightly higher than those earned by the same students in courses in residence. Several explanations are possible for this: (1) correspondence study may indicate more favorable choices of courses on the basis of interest and individual aptitude; (2) there may be a difference in the standards of grading correspondence and residence courses although random examination from the Arizona sample did not so indicate; (3) correspondence study may represent superior work on the part of the students, subjective evidence suggesting that many correspondence courses are so planned and constructed that they challenge and develop the student's best efforts; and (4) failures and near failures may not be recorded in correspondence courses. Scientific procedures in the form of objective tests or rotating groups must be employed as a basis for securing valid data. AC 004 721

THE INFLUENCE OF SOCIAL CLIMATE ON ADULT ACHIEVEMENT, THE IMPACT OF A RESIDENTIAL EXPERIENCE ON LEARNING AND ATTITUDE CHANGE OF ADULT STUDENTS ENROLLED IN AN EVENING CREDIT CLASS (University College research publications, No. 10). Wientge, King M. and Lahr, James K. Washington University, St. Louis, Missouri, University College. 1966 37p. EDRS Order Number ED 011 371, price in microfiche $0.25, in hard copy $1.95.

A comparison was made of the amount of learning in an adult evening class on campus with that of an experimental class which attended sessions on campus and spent two weekends at the university residential center. It was expected that the experimental class would learn more and experience positive changes in attitude compared with the control class. The same instructors were used for both groups. In order to control method of instruction as a variable, the lecture discussion method only was used in both groups. Pretests of intelligence, attitudes, and subject knowledge were given to all and attitude and subject knowledge tests were repeated at the end of the term. The experimental group also completed a final evaluation questionnaire. The experimental group was significantly more intelligent, but no significant differences showed up in either the pretest or post test of attitudes or subject knowledge. The experimental group enjoyed the social setting at the residential center but did not feel more learning occurred there. Rather the periods between sessions were seen as deterrent to learning. AC 000 798

A COMPARISON OF THE EFFECTIVENESS OF ADULT RESIDENTIAL AND NON-RESIDENTIAL LEARNING SITUATIONS. Lacognata, A.A. Center for the Study of Liberal

Education for Adults, Chicago, Illinois. 1961 42p. EDRS Order Number ED 027 495, price in microfiche $0.25, in hard copy $2.20.

This was a pioneer empirical study of the effectiveness of residential and nonresidential adult education programs. Two similar courses in insurance fundamentals were given by the same instructor, for the same length of time, and with the same objectives. One eight day residential course for 60 participants was held at the Michigan State Kellogg Center for Continuing Education and the eight day nonresidential course for 74 participants was held in Detroit. Three methods of testing achievement were used: an essay type quiz, measures of knowledge application, and state insurance test results, to measure combined knowledge acquisition and application. The central hypothesis tested was that residential instruction results in superior achievement. Also analyzed were attitudes toward fellow students, instructors, and the program. Results tended to affirm the superiority of residential instruction and it has been suggested that the determinants are the combined effects of isolation, continuity, and group influence. Further research is needed to clarify such emerging problems as the possible influence of subject content, methodology, and prior experience.

A COMPARATIVE STUDY OF RESIDENTIAL AND NON-RESIDENTIAL ADULT RELIGIOUS EDUCATION PROGRAMS. Stevenson, John Lovett. Indiana University. Ph.D.Thesis. June 1968. 250p. University Microfilms Order Number 68-15,467, price in microfilm $3.25, in Xerography $11.25.

In a study to measure, compare, and evaluate differential effects of three methods of adult religious education, three experimental groups spent 320 minutes in four discussion meetings with a trained leader and an observer, the latter recording the group Interaction Process Analysis Profile (IPA). The treatment of group I (nine persons) was conducted during a weekend in residence at a campsite. Group II (12 persons) experienced a concentrated, but not residential, weekend program in their local church. Group III (11 persons) met four consecutive Sunday nights at their church. There was a 12-person control group. A knowledge achievement instrument of 20 multiple-choice items and a Likert-type attitude scale were administered as a pretest, a posttest, and a 90-day follow-up test to all four groups. Results indicated that none of the four discussion meetings were sufficient to effect significant knowledge gain or attitude change. Both weekend programs were superior to the week-by-week treatment in affecting, in subjects, the desire to increase and within three months actually increase, the percentage of personal or family income given to the church. A Bales IPA profile for adult volunteer religious education groups was derived from this study for reference in future studies.

RESIDENTIAL ADULT EDUCATION. Sim, R. Alex. Centro Sociale, International Issue; v14 n76-78 p131-8 1967 8 p.

Canadian residential education derives from the British cooperative movement and workers' education as well as from American agricultural extension and the Danish residential movement. Most Canadian residential programs are not held in special centers, although a few such centers (notably the Banff School of Fine Arts) do exist and do conduct continuing education programs for teachers and others. The majority of Canadian conferences and other residential programs, however, are job oriented or professional rather than strictly educational. What is needed today is a complete transformation in the operation of residential centers so that participants can creatively enrich their personalities and develop a clearer view of the contemporary world, but such change is more likely to occur through direct experiments by interested parties than through private or governmental support. (The document includes eight references.) AC 002 547

PROCEEDINGS OF THE ANNUAL MEETING OF THE NATIONAL UNIVERSITY EXTENSION (52ND, UNIVERSITY OF MICHIGAN, APRIL 23-25, 1967). VOLUME 50. National University Extension Association, Minneapolis, Minnesota. 1967. 151p. EDRS Order Number 023 966, price in microfiche $0.75, in hard copy $7.65.

Listed are the names of member institutions of the National University Extension Association, directors, committees, delegates, special appointees (1966-1967), board of directors (1967-1968), and committees and sections (1967-68). Included also are the reports of divisions and committees. In one address, the work of the Kellogg Foundation is described--its support of continuing education, establishment of nine residential centers, and its preparation of guidelines for people who want to establish residential centers. Another address focuses on community development with emphasis on Title I of the Higher Education Act. This act authorizes appropriations "For the purpose of assisting the people of the United States in the solution of community problems." Special attention goes to sections 101 and 105. Other addresses examine learning in short residential conferences; the new mixture of students, schools, services and society; fulfillment of societal needs through short term learning; and continuing education as part of the mainstream of American education.

CRITERIA IN LEARNING RESEARCH (Report of a conference, Bromwoods Residential Center, Washington University) (University College research publications, 9). Wientge, King M., Editor and DuBois, Philip H., Editor. Washington University, St. Louis, Missouri, Department of Psychology. U.S.Office of Naval Research. 1966. 74p. EDRS Order Number ED 011 629, price in microfiche $0.50, in hard copy $3.80.

Eight conference papers discuss (1) the problem of differentiating effects of specific instruction from effects of other influences (growth, environment, self-instruction, etc.), (2) criteria for measuring change in proficiency, and (3) ways of relating such change to outside variables such as measurable characteristics of learners and instructors, and methodology. The issue of acceptable criteria (performance measures, etc.) of degrees of learning during practice is discussed. Suggestions are outlined for improving experimentation by assembling all appropriate measurements and data, using ordered hypotheses, and treating experimental classrooms as single subjects. The Bromwoods study describes the failure of residential students significantly to surpass adult evening classes in objective knowledge (beginning psychology) or in improved measured attitude. Difficulties in application of criteria in Naval maintenance training research are documented, and corrective procedures are indicated. A paper on the curvilinear relationship between knowledge and test performance argues for final examinations as the best existing indicant of learning. Other papers outline a framework for studying criterion measures and their generalizability across samples, situations, and contexts, and evaluate programed instruction among Naval trainees as a predictor of classroom learning. Document includes tables, figures, and references.

**CONTINUING EDUCATION AND THE TELE-CONFERENCE TECHNIQUE. Blockstein, William L. and Durant, Winston J. In American Journal of Pharmaceutical Education v32 November 1968.**

This paper describes the tele-conference technique employed by extension services in pharmacy, university extension, and the University of Wisconsin as one of the means to provide for continuing professional education. The educational telephone network has been used to conduct both formal and informal classes, followed by discussion periods. AC 003 802

RESIDENCE, BROADCASTING, AND THE OPEN UNIVERSITY. Kingsbury, Allan. In Adult Education (London) v41 n6 p353-9 March 1969.

Despite claims that real university education occurs only in the face to face student teacher relationship, evidence suggests that television, especially when combined with short residential programs and/or correspondence courses, can measurably improve both teacher and student motivation and learning. Such was demonstrated during residential adult education classes at Wansfell College --part of England's Open University, where a course provided for six lecture discussion sessions around the main topics of a television series. AC 004 212

INTERNATIONAL COUNCIL ON CORRESPONDENCE EDUCATION, INTERNATIONAL CONFERENCE PROCEEDINGS (7th, Stockholm, June 13-17, 1965). 1966. 196p.

These proceedings contain the papers and discussions of the following sessions at the conference--1) Correspondence education in the world of today, 2) Integration of new media and new methods into correspondence study, 3) How correspondence instruction can be utilized in an overburdened residential formal school situation, 4) How home study can assist in alleviating the problems due to technological change and automation, 5) Research in the correspondence instruction field, 6) Correspondence study and developing countries, 7) The recognition of qualifications gained by correspondence study, and the Council business. AC 001 194

## II. HISTORICAL BACKGROUND

A HISTORY OF RESIDENTIAL ADULT EDUCATION. Alford, Harold Judd. Chicago University. Ph.D.Thesis. December 1966. 442p. Available from Department of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Illinois, 60637.

This study traces in detail the development of residential adult education, from the idea which preceded the Grundtvig-Kold Danish folk high schools to the multiplicity of forms existing today, and the social and personal forces which have helped shape its development in various cultural settings. Programs in an agrarian society, an industrial society, and an expanding society are exemplified, respectively, by the Danish movement of the nineteenth and twentieth centuries, British short-term residential colleges and antecedents in the form of Workers' Educational Association work and other activities, and the rise of the Chautauqua movement, Danebod, and such specialized American schools as the Highlander Folk School. Residential centers and programs at the University of Minnesota and the University of Florida are described, together with Kellogg Foundation undertakings at Michigan State University and elsewhere. Programs at Oxford University and in Canada, Denmark, Israel, Germany and black Africa are reviewed, and present trends, conditions, and points of view are discussed. An appendix, 242 references and a historical overview (1851-1951) are included.

AN HISTORICAL ANALYSIS OF THE DEVELOPMENT OF SELECTED AREAS OF UNIVERSITY EXTENSION PROGRAMS IN THE UNITED STATES, 1900-1965, AS RELATED IN PROFESSIONAL LITERATURE. Jessup, Michael Hyle. George Washington University, Washington, D.C. Ed.D.Thesis. June 1967. 189p. University Microfilms Order Number 67-15,933, price in microfilm $3.00, in Xerography $8.60.

The historical development of credit and noncredit courses, correspondence study, and conferences, institutes, and short courses in extension programs.

IN QUEST OF KNOWLEDGE; A HISTORICAL PERSPECTIVE ON ADULT EDUCATION. Grattan, C. Hartley. 1955. 344p. Association Press, 291 Broadway, New York, New York 10007.

A historical perspective is presented on adult education in the Western world, especially in the United States from the colonial period to the 1950's. Reflections on the social context of adult education are followed by background material on preliterate, classical, and medieval learning experiences. An account of British adult education from 1698 to the present includes early philanthropic efforts, the Mechanics' Institutes and related movements, the transitional period of the middle and late 1800's, the Workers' Educational Association and other forms of university extension, and the present position and sponsorship (1955) of adult educational activities, particularly as regards the Educational Act of 1944. The American story covers such undertakings as the early lyceums and public lectures; the rise and decline of the Chautauqua movement; university extension from the formation of the American Society for the Extension of University Teaching to the present; the development of agricultural education, vocational education, and public school adult education (including Americanization); activities of civic and other voluntary organizations; professional organizations in adult education; and major challenges and problems. An index and chapter notes are included. AC 003 048

THE EVOLUTION OF THE FOLK HIGH SCHOOL. Severinsen, Helge. In Centro Sociale, International Issue v14 n76-78 p205-12. 1967. 8p.

Social and educational reforms beginning in 1790 helped pave the way for the founding, in the 1840's and 1850's of the Danish folk high schools. They were founded on the ideas of Bishop Grundtvig, who sought to replace the classical tradition with education for everyday life through interaction between students and teachers, and on the basic residential pattern set by Christen Kold in 1851. Objectives were (and are) to develop a love and understanding of Danish history and culture, create spiritual awareness, and equip ordinary people for civic and democratic responsibility. Growth of the movement after 1864 was accompanied by the rise of vocational education and cooperatives, and led to the organization of evening courses by the labor movement. Differences between workers' folk high schools and other types have diminished, and Denmark's 67 folk schools now serve almost all ages, social classes, and educational levels. New guidelines and increased national support are planned. Folk schools are now also found in such developing nations as Ghana and India as well as in Western countries. AC 002 550

THE PROVINCIAL FOLK SCHOOL IN FINLAND. INDIANA UNIVERSITY MONOGRAPH SERIES IN ADULT EDUCATION, NO. 3. Leskinen, Heikki. 1968. 73p. EDRS Order Number: ED 029 177, price in microfiche $0.50, in hard copy $3.75.

Purpose, teaching program, teachers and principals, students, and school-state relations are various aspects of Finnish provincial folk high schools treated in this document which covers three major periods of development: 1889-1916; 1917-1939; 1946-1966. The schools focused on ecnomics, vocation, retraining, patriotism, social preparedness, self-knowledge, self-improvement, and responsible citizenship. Although many of the programs of the early folk high schools were general, some concentrated on civic education--others on practical subjects. All periods showed a high percentage of Finnish-speaking participants, a smaller percentage of Swedish-speaking ones, and a representative number of teenagers; while the third period showed a decrease in the percentage of students from the agrarian population. It was only after 1925 that folk high school principals were required to have an M.A. degree, teacher training, and experience in teaching in the folk high school. State aid which was made statutory in 1926 absorbed 70% of the total cost by 1959. The folk academies were and have remained more theoretical and academic than the folk high schools. (A glossary of terms and an annotated bibliography are included).

DEN FRIE VOKSENUNDERVISNING OF BIBLIOTEKERNE I DANMARK (THE FREE ADULT EDUCATION AND LIBRARIES IN DENMARK). Esbech, Svend. This is vol. 4, no. 2 of the REOL Nordisk Bibliotekstidsskrift, published at Gl. Kongevei 60, Copenhagen V, Denmark, June 1965. The text is in Danish with an English summary. June 1965. 88p.

Traditionally, education of young people in Denmark, particularly in the folk high schools of the nineteenth century, placed greater emphasis on lectures and discussions than on "dead letters" and, consequently, the book was not used as a means of instruction. In the early twentieth century, study groups and the folk high schools of the Workers' Educational Association tried to further cooperation with the public libraries. An investigation, in 1963, of the libraries and library equipment in Danish folk high schools, continuation schools, and youth schools and of the cooperation between evening schools and libraries, revealed that libraries in these schools were generally very poor. In most places contact with the local public library was haphazard and dependent upon the interests and efforts of individuals, chiefly because of mutual ignorance of the conditions and opportunities offered. The library should occupy the same general position in adult education as the school library does in primary education. AC 002 308

HISTORICAL NOTES ON ADULT EDUCATION IN GERMANY TO 1871. Pirtle, Wayne G. In Adult Education v19 n4 p268-280 Summer 1969.

Systematic adult education in Germany was generated by social, political, and economic forces in the first half of the nineteenth century. First was the "Enlightenment" view of adult education as a means of self-help, the conviction that"knowledge is power". Ancillary to this was the emergence of science as a powerful force for technological, economic, and social change. In addition, the Industrial Revolution created a new social class, the industrial workers, whose leaders looked to adult education as a substitute for an inadquate system of public education for the young. These factors gave rise to a movement in adult education that became perceptible in the 1820's, seemed to disappear again under government suppression of the 1850's, only to emerge more dynamic than ever in the 1860's. AC 004 784

A HISTORY OF ADULT EDUCATION IN GERMANY (1800-1933). Pirtle, Wayne George. California University, Berkeley. Ph.D.Thesis. 1966. 391p. University Microfilms Order Number 66-15,469, price in microfilm $5.00, in Xerography $17.80.

German adult education before 1933 stressed group experience in the family, clan, and culture rather than knowledge and the individual. Outside trends, especially in England, Austria, Denmark and the United States, repeatedly influenced the German movement. While lecture institutes, university extension, and other activities were important, the folk colleges were the greatest single force in German adult education. Grundtvig's emphasis on "intensive" adult education had a great impact on adult educators between the 1890's and 1933. A perennial goal was the healing of social divisions caused by regional differences, traditional class distinctions, and an elitist educational system based on classical scholarship. Major weaknesses in German adult education were poor communication between educators and participants, frequent failure to appeal to the working classes, lack of funds and respectability, lack of adequate facilities and cohesive organization, and inadequately trained personnel. Programs tended to be either "Old Direction" (formalistic), "New Direction" (broad and democratic), "neutral" (without controversial subjects), or linked with religious or political beliefs.

A HISTORY OF THE CALIFORNIA ASSOCIATION FOR ADULT EDUCATION. Davidson, Adele Karp. California University, Los Angeles. Ed.D.Thesis. 1960. 310p. Available from University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024.

Through research, interviews, and direct correspondence, the author traced the origins, development, and demise of the California Association for Adult Education (CAAE), with particular attention to CAAE goals and means of attainment. Founded in 1926, the CAAE sought to coordinate all existing adult education agencies in the state and to promote the development of liberal adult education through existing agencies, and independently. Residential summer sessions, forums, teacher training, radio conferences, and similar projects and demonstrations were designed to facilitate participation and interaction through new means. However, inadequate financial support, broad and unclear objectives, difficulties in recruiting leadership, failure to maintain community or county adult education councils, and a lack of wide public acceptance contributed to the demise of the CAAE in 1947, and there is no conclusive evidence of influence on present-day California adult education. Seven appendixes and 122 references are included. AC 003 168

MANITOBA FOLK SCHOOLS, THE FIRST TEN YEARS 1940-1950. Friesen, John K. and Parsey, John M. 1 January 1951. 56p.

The folk schools in Manitoba, freely adapted from those of Denmark, were initiated as a project of the provincial farmers' federation in 1940 to make young people aware of the part they can play in community building, to give them confidence in expressing their thoughts with ease and vigor, and to release their energy and latent talents in order to bring about a rich personal development. Young men and women from rural communities gather for one-week residential sessions which include discussion of the cooperative and farm movements, public speaking and discussion technique, credit unions, community problems, and recreation. (The advanced Leadership School, programs in other provinces, and plans for the future are reviewed.) This document was published by the Study Group Committee, Cooperative Services Branch, Legislative Building, Winnipeg, Manitoba. AC 002 110

RESIDENTIAL COLLEGE, ORIGINS OF THE LAMB GUILDHOUSE AND HOLLY ROYDE. Waller, Ross D. Manchester University, Manchester, England. 1954. 71p.

This is the chronological history of the residential college for adult education, Holly Royde, honoring its 10th anniversary in 1954. AC 000 679

REWLEY HOUSE PAPERS, 1965-66. 1966. 108p.

The issue contains the Delegacy for Extra-mural Studies of the University of Oxford annual report (1965-66), the Delegacy's report to congregation, book reviews, courses 1964-65, the Bodleian Library educational film strips, and articles-- "Adult education students," "The changing pattern of adult education," and "Early days in adult education." (The Rewley House Papers are published by Oxford University, Delegacy for Extra-mural Studies, Rewley House, Oxford, England). AC 001 521

THE STORY OF MINNOWBROOK. PAPERS ON ADULT EDUCATION, NO. 27. Appelgate Howard Lewis. Syracuse University, University College. June 1962. 12p. Available from Library of Continuing Education, 107 Roney Lane, Syracuse, New York 13210, $0.35.

The history of the Minnowbrook, property on Blue Mountain Lake in the Adirondack Mountains is recounted; it is now one of three Syracuse University conference centers, operating many types of conferences and educational programs from April to November of each year. AC 004 086

THE STORY OF SAGAMORE. PAPERS ON ADULT EDUCATION, NO. 19. Applegate, Howard Lewis. Syracuse University, University College. Third edition revised. 1961. 16p. Available from Library of Continuing Education, 107 Roney Lane, Syracuse, New York 13210, $0.35.

The history of Sagamore Lodge is closely identified with that of the Adirondack region and falls into three important periods: (1) development of the rustic woodland lodge by William West Durant; (2) its use as a headquarters of American high society; and (3) as a residential center for adult education programs. AC 004 084

THE STORY OF PINEBROOK. PAPERS ON ADULT EDUCATION. NO. 26. Applegate, Howard Lewis. Syracuse University, University College. June 1962. 9p. Available from Library of Continuing Education, 107 Roney Lane, Syracuse, New York 13210, $0.35.

The history of the Pinebrook property on Saranac Lake is traced from 1872 to its transfer to Syracuse University ownership. Operating as a University Conference center, from May to November, it has served as headquarters for a variety of educational programs. AC 004 085

## III. BIBLIOGRAPHIES

ANNOTATED BIBLIOGRAPHY ON RESIDENTIAL ADULT EDUCATION (CONFERENCES AND INSTITUTES). Sheffield, Sherman G. and Buskey, John H. National University Extension Association Research Committee. 25p. EDRS Order Number: ED 021 182, price in microfiche $0.25, in hard copy $1.35.

An annotated bibliography was developed as a ready tool for the professional self education of practitioners in residential adult education. It includes both documents directly related to conference and institute work and others indirectly related but significant. The 49 entries deal with such topics as adult education procedures and methods, university extension, historical reviews, educational objectives, program and registration data, administrator role and attitudes, and student morale; and they include some important research findings within the broader field of adult education.

ADULT EDUCATION PROCEDURES, METHODS AND TECHNIQUES; A CLASSIFIED AND ANNOTATED BIBLIOGRAPHY, 1953-1963. Aker, George F., Comp. Syracuse University, University College. 1965. 163p. Available from Syracuse University Press, Box 8, University Station, Syracuse, New York 13210.

A classified and annotated retrospective bibliography of 705 items is presented in adult education procedures, methods, and techniques. Part 1 contains a bibliography and 27 other general references on description, interpretation, practice, theoretical formulations, and research. Part 2 lists 11 research studies and 41 other works on residential centers for continuing education. The next section lists 53 items on individual methods (37 on correspondence study and 16 on apprenticeship, internship, and tutorial methods). Part 4 lists 363 works on group methods, with 121 on community development, 103 on conferences, 44 on workshops, 36 on study groups, and the rest divided among classes, clinics, conventions , demonstrations, institutes, seminars, laboratories, short courses, and travel. The last section lists 91 works on group discussion, 39 on lecturing, 33 on role playing, and 46 on other techniques (buzz groups, brainstorming, colloquies, debates, forums, interviews, panels, and symposia.) An author index is included. AC 003 952

TRAINING METHODOLOGY. PART 3: INSTRUCTIONAL METHODS AND TECHNIQUES; AN ANNOTATED BIBLIOGRAPHY. National Communicable Disease Center, Atlanta, Georgia. 1968. 143p. EDRS Order Number ED 024 880, price in microfiche $0.75, in hard copy $7.25.

One of a series of bibliographies on mental health inservice training and training methodology, this publication contains 346 abstracts (largely 1960-68) on apprenticeship, coaching, programmed instruction, correspondence study, lectures, group discussion, meetings, simulation and gaming, conferences, case method, role-playing, laboratory training, team training and organizational development, and other individual and group methods and instructional techniques. A subject index is included.

## IV. DIRECTORIES

STUDIES AND TRAINING IN CONTINUING EDUCATION; A DIRECTORY OF RESIDENTIAL CONTINUING EDUCATION CENTERS IN THE UNITED STATES AND ABROAD, 1967-68. Chicago University. August 1968. 156p. EDRS Order Number ED 027 497, price in microfiche $0.75, in hard copy $7.90.

A descriptive list of residential continuing education centers in the United States, Canada, and abroad known to be operating in 1968. Also listed are institutions (39 in the United States and one each in India, Jerusalem, and New Zealand) now constructing or acquiring continuing education centers

A DIRECTORY OF RESIDENTIAL CONTINUING EDUCATION IN THE UNITED STATES AND CANADA, 1963-1964. Chicago University, Studies and Training Program in Continuing Education. March 1965. 72p.

Descriptive list of 130 residential continuing education centers in the United States and Canada in operation in 1963-1964, sponsored largely by universities but also by private organizations, churches, foundations and government agencies. The center descriptions are arranged in alphabetical order within each state or province and the name and address of each director is included. AC 000 802

RESIDENTIAL ADULT EDUCATION CENTRES IN CANADA, A DIRECTORY. Canadian Association for Adult Education, Toronto, Ontario. 1966. 20p. EDRS Order Number 011 982, price in microfiche $0.25, in hard copy $1.10.

Canadian residential adult education centers are listed by province, with information given on the center name, address, contact office, sponsoring organization, number accommodated, user days in 1965, types of programs offered, and general comments. Programs tailored to needs characterize Canadian centers. It is expected that as provincial divisions of the Canadian Association for Adult Education develop, strong residential adult education committees will be formed to provide workshops and consultations on provincial problems of finance, facilities, methods, and program involvement. The directory will be revised as additional data are collected.

CONTINUING EDUCATION. Data Bases, Philadelphia, Pennsylvania, 1968. Quarterly. Published in January, April, July and October by Data Bases, Division of Pennsylvania Research Associates, Inc., 101 North 33rd Street, Philadelphia, Pennsylvania 19104. Yearly subscription is $15.00 and single issues are $4.50.

This quarterly digest is a supplement to World Meetings--United States and Canada, and provides information on short courses, seminars, workshops, and other offerings in selected fields of interest to technical and managerial personnel. Material is indexed by subject, location, and date. Reader service cards are included in order to obtain more detailed up to date information between Continuing Education issues. AC 002 758

LEARNING RESOURCES; A DIRECTORY FOR ENGINEERS, SCIENTISTS AND MANAGERS. Engineers Joint Council, New York, New York. Thrice Yearly. Engineers Joint

Council, 345 East 47th Street, New York, New York 10017. Single copies $15.00; yearly subscriptions in United States and Canada $30.00; all other countries $31.00.

Learning Resources is a cross-indexed compilation of essential information about short courses, seminars, conferences, workshops and other educational activities through which engineers, educators, scientists and managers may enhance their professional competence. AC 003 919

## V. CONFERENCE PLANNING AND ADMINISTRATION

BACKGROUND, PROFESSIONAL EXPERIENCE, ROLE CONCEPTIONS, AND CAREER ASPIRATIONS OF CONFERENCE COORDINATORS IN W.K.KELLOGG FOUNDATION SUPPORTED CENTERS FOR CONTINUING EDUCATION (M.A.Thesis). Leathers, Chester W. Chicago University. August 1964. 57p.

Describes conference coordinators in W.K.Kellogg Foundation supported Centers for Continuing Education, particularly their educational background, professional experience, role conceptions and career aspirations. Questionnaires were completed by 41 coordinators at the 5 centers. The data were tabulated, then summarized by institutions, individually and collectively. The average coordinator in the centers was about 35, married, in his present position less than 3 years, earning about $8000 yearly, holding a bachelor's degree only, with previous general experience in education but neither experience nor training in adult education. Coordinators generally had numerous responsibilities -- educative as well as administrative and facilitative. Ideal role conceptions typically placed educator first, facilitator second, and administrator last. Real role conceptions typically consisted of administrator, facilitator, and then educator. Career aspirations stressed adult education, particularly continuing education. Tables are included. AC 000 801

MULTIPLE ROLES OF THE MEETING PLANNER. Lippitt, Gordon L. In Adult Leadership v17 n4 p158-60+ October 1968. 6p.

This article examines the various roles a professional meeting planner is required to perform in serving the complex needs of his organization or one to which he is consultant. As a presentation specialist, the planner must be sure that at least one person engaged in the planning process has knowledge of learning principles and practices, and must himself be well acquainted with tools and methods of presentation. As an administrative planner, he must be knowledgeable concerning problem solving, organizational dynamics, controls and reporting procedure, and other areas of program administration. As an information coordinator, he must be equipped to seek, clarify, and provide information, test the reality of information and communication, and serve as a communication link in the organization. The planner must develop his skills and roles in the organization as an internal consultant on problem solving, change, and organizational development. Finally, the choice between a directive or a nondirective consulting approach should be based on the capabilities of the planner, his relationship with management, and factors in the problem situation. (The document includes figures and references.) AC 003 105

THE CONFERENCE DIRECTOR AS A BOUNDARY DEFINER OF THE UNIVERSITY. Deppe, Donald A. Chicago University. Ph.D.Thesis. 1965. 130p. Available from the Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Illinois 60637.

A study was done to develop and test a conceptual framework for examining university conference directors' role conceptions and to discover criteria by which they decide to accept, reject, or initiate requests or ideas for programs. Interviews were held with 45 directors in 19 northeastern states. The conceptual framework proved useful. Directors dealt with requests and ideas arising on both sides of the institutional boundary, but they tended to be much more discriminating among requests that arose externally than among those from within the university. As regards role enactment, generative activity consisted almost wholly in "selling" faculty participation. On the basis of differences in criteria, opinions, beliefs, and major concerns, five basic types of conference directors were defined: (1) client-oriented, for whom the wishes of the people come first; (2) operations-oriented, for whom the process of planning and execution is paramount; (3) image-oriented, for whom the program is primarily a public relations tool; (4) institution-oriented, for whom the academic sanctions and standards of the university are paramount; (5) problem-oriented, for whom contact between university resources and social problems is the ultimate objective. AC 003 527

CONFERENCE COORDINATOR -- EDUCATOR, ADMINISTRATOR, FACILITATOR. Leathers, Chester W. Georgia University, Center for Continuing Education. 1967. 17p.

In an essay on preconference planning, Chester Leathers reviews (with particular reference to the National University Extension Association) major concerns and needs in university adult education, outlines the responsibilities of conference coordinators, and presents a generalized sequence of activities involved in coordinating a conference. AC 000 992

CONFERENCE PLANNING AND ADMINISTRATION. Skelley, O. K. The Industrial Society, London, England. 1966. 212p. Available from the Industrial Society, 48 Bryanston Square, London W1, England.

This book is a guide to running a conference, a course, or a meeting for the first time, as well as a reference source for those who organize conferences periodically. It tells how to plan a conference, the program and schedule, and locations where residential and non-residential conferences are held. Chapter six gives helpful suggestions on many practical items, listed alphabetically. One appendix lists management colleges and universities in Great Britain which accept residential conferences and provide full board and accommodations. Another appendix lists hotels and convention centers, hotel groups, holiday camps and miscellaneous services. AC 001 818

PLANNING EDUCATIONAL CONFERENCES. Gessner, Quentin H. In Adult Leadership v18 n2 p45-46, 65-66 June 1969.

The educational conference is defined, components and approaches to planning delineated, and six specific quidelines for conference planning recommended. The guidelines include selecting a planning committee, determining the purpose of the conference, establishing specific objectives, selecting a theme, and determining topics and speakers. AC 004 514

THE EXECUTIVE'S MEETING MANUAL; RESEARCH INSTITUTE STAFF RECOMMENDATIONS. Research Institute of America, New York, New York. 1965. 64p. Available from Research Institute of America, Inc. 589 Fifth Avenue, New York, New York 10017.

This manual for executives includes do's and don't's about meetings--how to get more out of them, staff meetings and conferences, committees, effective discussion leadership, company-wide meetings, sales meetings and conventions and banquets and receptions. AC 000 834

CONFERENCE PROCEEDINGS, CONFERENCE AND INSTITUTE DIVISION, NATIONAL UNIVERSITY EXTENSION ASSOCIATION. (Purdue University, April 23-27, 1965). National University Extension Association, Minneapolis, Minnesota. April 1965. EDRS Order Number ED 019 532, price in microfiche $0.75, in hard copy $9.95.

In April 1965 at the preconference workshop of the C & I (Conferences and Institutes) Division of the National University Extension Association, Wilbert McKeachie dealt with conferees' questions related to learning problems to be considered in planning conferences and institutes. McKeachie brought out three major principles-- (1) learning is always going on, so the problem is to plan what kinds of learning will occur, (2) different kinds of learning do not always go together, so choices must be weighed against what is foreclosed, and (3) feedback facilitates learning. At the main conference, Frank Woerdehoff discussed principles to observe in devising a training program and suggested how to build a curriculum for training new C and I personnel. The principles were (1) to make training objectives meet the criteria of social adequacy, needs, adult educational ideas, and behavioristic interpretation, (2) select content significant to the field of the conference and intersting and contributory to growth and development, and (3) logically and psychologically order content in terms of scope and sequence. His recommendations included the organizations of a committee for professional standards and training and development of a national training program. C and I division roster is appended.

## VI. PROGRAM DESCRIPTIONS

A REPORT ON THE PROGRAMS OF GRADUATE EDUCATION, RESEARCH, AND EVALUATION IN THE FIELD OF ADULT EDUCATION AT THE UNIVERSITY OF NEBRASKA, 1966-1967. Worcester, D. A., W.K.Kellogg Foundation, 1967. 36p. EDRS Order Number ED 012 416, price in microfiche $0.25, in hard copy $1.90.

In 1960, the University of Nebraska set up an interdisciplinary graduate program for adult educators and a program for evaluating the new Center for Continuing Education and for coordinating research relative to the Great Plains region. The project was funded by the Kellogg Foundation, Directed by Dr. Alan Knox, with the cooperation of the Departments of Sociology, Educational Administration and Educational Psychology and Measurements, the program led to an M.A. or Ph.D. degree. New courses were created by each department and certain noncredit activities were provided, such as staff seminars, abstracts of research, and conferences. Internships at the Center carrying a stipend up to $4,200 were provided and other financial aid was available. The program was considered effective, in general, but a need was felt for a permanent, autonomous department, with a larger staff, a more flexible program with direct orientation toward adult education, a clarification of the internship program, and a reconsideration of degrees offered.

THE MULTI-METHOD PATTERN FOR SHORT COURSES. Continuing education report Number 14. Chicago University. 1957. 6p. Available from the University of Chicago Studies and Training Program in Continuing Education, 5835 Kimbark Avenue, Chicago, Illinois 60637.

Columbia University's Program of Continuing Education of the School of Public Health and Administrative Medicine has conducted short courses for administrators and middle management personnel of hospitals. The courses have combined individual home study and study in group situations. For nine years a twelve-month Basic Hospital Administration course was offered in which initial and final sessions of two weeks each were held at the University and the intervening eleven-month studying was done by correspondence between students and faculty and by individual guidance from a local experienced administrator called a preceptor. A second course, Management Development, similarly structured but for the middle management personnel, was offered three times with changes in such matters as curriculum content each time. The courses included home study, a preceptor arrangement, and an on-campus or conferenced portion. The very low dropout rates and the gratifying results give evidence for recommending such a three-dimensional approach to structuring job-related courses for adults wherever possible. AC 001 468

AN EVOLVING MANAGEMENT TRAINING PROGRAM (An Address to the 23d National Conference, American Society for Training and Development, Boston, May 8-12, 1967.) (In special issue of Training and Development Journal, 21(9)/64-71, September 1967.) Keough, E. T. 1967. 8p.

The Management Training Program, a 22 week residential course, provides for knowledge and skills necessary for management, and continuous individual growth. The brief curriculum description includes study in such areas as personal development, labor relations, administrative policies and practices, managerial control, management science and public affairs, and community relations. Program evolution and future are discussed. AC 001 329

OPERATION FAMILY--AN EXPERIMENT IN FAMILY LIFE EDUCATION. Harding, Gene. In Adult Leadership v17 n4 p169-70+ October 1968. 4p.

In an experimental family life education project sponsored by the University of Nebraska Extension Division, 12 families participated in a one-week camping experience at a state park. The camp schedule was made as loose and informal as possible. Emphasis was placed on family communication and problem solving, with families helping to determine the agenda. Planners developed recreational activities that would reinforce learning. In the morning, which was for discussion and experimentation, parents and teenagers explored family relationships, attitudes, and problems; afternoons were used to reinforce the morning considerations. Younger family members were involved in only a few brief group discussion sessions. Parents rated the experience as the most intellectually stimulating family activity in which they had ever participated, as their best family vacation, and an excellent opportunity to learn about family relationships. Conclusions were arrived at by Extension Division staff members concerning such matters as recruiting and learning environments. AC 003 107

LEARNING FOR LEADERSHIP, INTERPERSONAL AND INTERGROUP RELATIONS. Rice, A.K. 1965. 204p. Available from Tavistock Publications, Ltd. 11 New Fetter Lane, London EC 4, England.

The Tavistock-Leicester joint residential conferences (basically training laboratories) were designed to enhance the sensitivity and understanding of persons in managerial, professional, or administrative roles. Most of these conferences utilized small face-to-face study groups, formal lectures, intergroup exercises, large group exercises, application groups, closing or review sessions, and a midconference break. In attempting to structure their situation and assume roles, participants in the small groups could experience the underlying forces involved in leadership situations. At the same time, staff consultants sought to use their own feelings to sense what was happening in a group, and tried to analyze and express their feelings in ways conducive to greater insight on the part of group members. Major conclusions were that the first aim of research should be to delineate training program boundaries more precisely and to measure the control over them, and that similar programs in other institutions should be given as distinct courses, suitably safeguarded against interference and premature evaluation. AC 000 659

CONTINUING EDUCATION (SPECIAL ISSUE, ILLINOIS JOURNAL OF EDUCATION, 57(5), September 1966.) September 1966. 95p.

This special issue of the ILLINOIS JOURNAL OF EDUCATION reports on the first achievements of the first three years of the Illinois statewide adult education programs, emphasizing adult basic education. Part of the program is carried out through a cooperative agreement between the Office of the Superintendent of Public Instruction (under Title II-B of the Economic Opportunity Act) and the Department of Public Aid. The Department of Adult Education has carried the responsibility for teacher and inservice training. Articles report on the role of the Department of Public Aid, on programs in public schools, business schools, and junior colleges, programs in home economics and civil defense, and for high school equivalency. Special projects in Decatur, Peoria, and East St. Louis are described. AC 001 242

A SURVEY OF ADULT EDUCATION OPPORTUNITIES FOR LABOR; LABOR EDUCATION IN THE UNITED STATES. FINAL REPORT. Rogin, Lawrence and Rachlin, Marjorie. American University, Washington, D.C., National Institute of Labor Education. September 1968. 329p. EDRS Order Number ED 023 061, price in microfiche $1.25, in hard copy $16.55.

In the United States, most labor education is conducted by labor unions and university centers; it is not universally available throughout the country, but rather concentrated in the industrial northeast and middle west. National unions representing about half of the labor unionists conduct most of the education; they determine their own activities and only a few run major programs. Some education is run by local unions, the national AFL-CIO, and its state and local affiliates. Twenty-seven university centers, mostly located at state universities, conduct programs; but most labor education is at least union sponsored; programs provide training in union skills or education about unionism. It is usually in short, self-contained units, conferences, short courses, and brief residential schools but there are some longer residential programs and some continuing education courses, especially in the social sciences. Recent changes include more continuing study, more broad social issues, more sophistication in methods, more staff training, and more university centers and unions supporting education.

WORKERS EDUCATION; PAPERS PRESENTED AT A CONFERENCE (REWLEY HOUSE, OXFORD, JUNE 1965). Oxford University, (England) Delegacy for Extra-Mural Studies. 1968. 45p. Available from Oxford University, Delegacy for Extra-Mural Studies, Oxford, England.

The need for educators to start with the immediate problems of the workers and then to expand into larger areas is discussed. Reference is made to the growth of workers' education in the United States and England. In the United States in the 1920's workers' education had a weak beginning under the Workers' Education Bureau of American Federation of Labor. Increased interest resulted from mass industrial unionism, the impetus from the Congress of Industrial Organizations, and work at the local level. New trends reveal an interest in staff training and long term, more intensive education. Participants are chiefly the local union activists, the officers, and the active members. There are residential (short and long term), evening, and work time programs which center around the acquisition of the skills (union administration, collective bargaining, communication and related subjects), for effective unionism. In England, the emphasis is on teaching teachers, advising on trade union educational programs, preparing teaching materials, and training union staff. Universities have short term residential and non-residential classes and conferences, as well as meetings between faculty and labor to ensure cooperative action. However, there is a movement toward long term resident and non-resident classes. AC 002 745

THE HIGHLANDER FOLK SCHOOL, PIONEER OF INTEGRATION IN THE SOUTH (In Teachers College Record, 68(3)/242-250, December 1966). Horton, Aimee. 1966. 11p.

The Highlander Folk School, founded in 1931 to train rural and industrial leaders, was an integrated center for labor education in the late 1930's and the 1940's and for National Farmers Union sessions in the early 1950's. In 1953 Highlander organized two summer workshops ("The Supreme Court Decisions and the Public Schools"), followed by school desegregation workshops in 1954, 1955, 1956 and 1957, in an educative environment based on cooperative program planning and decision-making. The 1955 workshops, which concentrated on a few communities where Highlander Folk School had friends or former students, undertook an experimental planning project involving Southern communities with varying patterns of segregation, and produced two sets of action guidelines -- "A Guide to Community Action for Public School Integration" and "Basic Policies for Presentation to School Boards" (recommendations for pupil integration, teacher and administrative integration, and necessary educational preparation). Questionnaire responses from Negro and white Community leaders at Highlander stressed contributions of the integrated residential experience to fruitful participation and learning. Contrasts with more conventional race relations seminars were noted. Document includes 10 references. AC 000 101

AN ANALYSIS OF SELECTED PROGRAMS FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH. Horton, Aimee I. Fisk University, Nashville, Tennessee. USOE Cooperative Research Program. CRP-S-291. 1966. 151p.

Three residential adult education programs for training Negro and white civil rights and community leaders in the south were examined as potential models for organizations and institutions seeking to develop effective, democratic local leadership. The programs were a 1955 workshop on School Desegregation sponsored by and held at the Highlander Folk School in rural Tennessee, the 1965 Annual Institute of Race Relations, sponsored by the Race Relations Department of the American Missionary Association and held at Fisk University, and the 1965 Citizenship School Teacher Training Workshop sponsored by the Southern Christian

Leadership Conference and conducted in rural Georgia. A detailed description and analysis was made of each program's objectives, learning experiences, evaluation, and effect on participants. Participants and staff contributed through staff records, taped and written records of workshop sessions, reports, participant observation, questionnaires, and interviews. The investigator concludes that the Highlander and Southern Christian Leadership Conference programs provided the more useful models, because of the significant residential setting, prior commitment and activity of participants, and a strongly problem-oriented educational program. AC 000 640

DEMONSTRATIONAL FEATURES OF THE TUSKEGEE INSTITUTE RETRAINING PROJECT VOLUME 1. Tuskegee Institute, Alabama. September 1965. 148p. EDRS Order Number ED 022 083, price in microfiche $0.75, in hard copy $7.50.

This 52-week Tuskegee Institute project, undertaken in 1964 to train a sample of culturally deprived male heads of households in Alabama, included vocational skills (brickmasonry, carpentry, farm machinery, and meat processing), academic skills (mathematics, English, and remedial reading), group, individual, and family counseling, medical care, and job development, placement, and followup services. Fifty percent of the trainees lived on campus while the others commuted. Intensive teaching and counseling were needed since most trainees were functioning at or below the eighth grade level and were being brought into a basically alien environment. The trainees, almost all aged 21-50, were grouped by learning potential, and special academic courses were designed for each skill. Lectures, films, and field trips were also provided. Trainee autobiographies, class day and graduation activities, exhibits, participation in high school equivalency examinations, and the job placement rate (121 out of 166 by September 1965) were generally indicative of program success. Resident trainees performed significantly better, had less absenteeism and fewer personal problems, and showed more regard for personal characteristics, than nonresidents.

THE TUSKEGEE EXPERIMENT IN ADULT TRAINING (In Adult Leadership 15(3), September 1966 pp83-84, 96.) Torrence, Preston E. 1966 3p.

Tuskegee Institute, supported by the U.S.Department of Labor's Office of Manpower and the Department of Health, Education, and Welfare, initiated an experimental program in rural adult education. The 12-month program sought to counsel, train, and place in jobs 180 men. These were responsible to farm families with incomes under $1200 a year, were intellectually below grade 8, unemployed, underemployed, or unemployable. Of the trainees, 91 lived on campus and 89 commuted. They were instructed in communication and number skills, given extensive personal and vocational counseling, and taught meat processing, carpentry, brickmasonry, or farm machinery repair. Of the 166 who completed training, 135 were employed at an average wage of $2.60 an hour within 4 months. Employers reported over 90 percent getting along well. Half the trainees reported that their training was sufficient for their jobs. The author recommends that trainees be grouped by learning potential and be in residence during training. He suggests detailed coordination of basic and technical skills, and counseling for families as well as for trainees. AC 000 550.

'THE COLLEGE OF THE SECOND CHANCE': THE MEMRAMCOOK INSTITUTE. HISTORY, POLICIES, PROGRAMMES. The Memramcook Institute for Continuous Learning, Saint-Joseph, New Brunswick. March 1968. 34p.

The Memramcook Institute for Continuous Learning (of the University of Moncton), as the adult education experimental center in the Canadian Maritime provinces, was established for the purpose of providing both residential adult education and training for personnel to implement programs through the local educational system. It has endeavored to construct its activities in terms of the most pressing needs of the population in the following areas: educational up-grading for local people: and for current professionals; applied leadership training: training for the constructive use of leisure time: and special projects such as cooperative leadership training and conversational language training in French. AC 003 651

WESTERN CO-OPERATIVE COLLEGE (STUDY OF AN AGENCY); PROJECT STUDY FOR EDUCATION 480, UNIVERSITY OF SASKATCHEWAN, SASKATOON. Chapman, H. E. and others. May 1967. 32p. EDRS Order Number ED 029 182 price in Microfiche $0.25, in hard copy $1.70.

Based on the philosophy of individuals taking responsibility for their own destinies, through mutual self help, and drawing heavily from European cooperatives, Western Co-operative College provides training for elected officials and employees of cooperatives such as marketing, consumer, finance, service, and education cooperatives, and government departments. Permanent residential facilities were opened in 1962 in Saskatoon, Saskatchewan and added to in 1965. Objectives are to develop and conduct programs for persons interested in cooperatives, carry on research and scholarship programs, provide consultative services, develop a cultural center, maintain a library, make and enter into contracts and provide other services. Although it lacks a research program and adequate funds for staff and library, the residential facilities, involvement of clients in program planning, emphasis on self help and back-home applications are great strengths. Challenges for additional services in the future will necessitate financial support and association with other educational agencies.

A RESIDENTIAL YEAR FOR ADULT STUDENTS. (In Home Study, Number 5, Spring 1968, p15-18.) Hopkins, P.G.H. 1968.

This account is of Fircroft College, a residential college providing a year of intensive study for adult males. Of its 50 students each year, about one quarter are from overseas. Most of the British students have left school at age 14 or 15 and represent such diverse occupations as clerks, factory workers, and printers. Main criterion for admission is the estimate of applicant's unfulfilled potentialities. There are no formal academic qualifications and no entry examinations. Students vary in background reading, subject interests, and subject proficiency. Some hope to gain entry into new fields such as social work or teacher training. Others hope to equip themselves for service in voluntary capacities or to increase enjoyment in future reading. There is no set course. The average student will take each week six or seven lectures, two or three seminars, and an hour's individual tutorial, will write a weekly essay, and will participate in the general education sessions. Student counseling is a strong point. Few return to their original work and some change directly into more personally satisfying work. Many go on to further study. AC 002 483

RUSKIN COLLEGE (In Technical Education and Industrial Training, 10(5)/194-196, May 1968). Digby-Smith, Peter. Mary 1968.

Ruskin College, Oxford, a largely residential, working class college having close ties with the British labor movement, stresses a social science curriculum. Most students take the two-year courses leading to the Oxford University diploma in either economics or political science or public and social administration. These adult students (average age 31) are drawn from a wide range of regions and occupations in Britain and abroad, and the majority have had little or no education beyond modern secondary level. The principal problems are related to personal and academic adjustments required of adult working class students, maintenance of flexibility in student selection, and the increasing need to provide university degree oriented courses. AC 002 413

A UNIVERSITY OF THE AIR(White Paper presented to Parliament by the Secretary of State for Education and Science by Command of Her Majesty). Great Britain. February 1966. 7p.

A University of the Air, designed to provide television and radio lectures and high caliber correspondence courses reinforced by residential courses and tutorials, has been proposed for Great Britain. The system will have three principal aims--to help raise educational, cultural, and professional standards generally by making rigorous scholarship available to all interested parties, to enable students to pursue programs of further education leading to degrees and other qualifications, and to help train leaders for developing nations. The system should have a well-staffed administrative center and regional centers, cooperate with other educational bodies, stress generalized degree programs without excluding other types, conduct regular evaluations of programs, use a variety of media (including programed instruction), and include, along with its cultural and basic courses, subjects of contemporary social, industrial and commercial importance. Also needed will be a nucleus of production facilities, use of peak viewing hours, and (at the senior level) special academic and administrative personnel. A chart of the proposed organizational structure is included. AC 001 677

## VII. PROPOSALS FOR CONTINUING EDUCATION CENTERS

CAMPUS CONTINUING EDUCATION CENTER, OUTLINE PROGRAM. Washington University, Seattle. Continuing Education. March 1966. 105p. EDRS Order Number ED 010 674, price in microfiche $0.50, in hard copy $5.35.

Limited facilities have been restricting existing and proposed programs in adult education at the University of Washington. This report proposes a campus continuing education center which would aid in the effective presentation of short courses, conferences, institutes, and seminars. Such a center should be able to meet 85 percent of the short course and conference demands made of it in 1975 in terms of instruction, dining, living, and parking. Recommended auditoriums, lecture rooms, seminar rooms, banquet and dining rooms, living quarters, administrative areas, and parking facilities are discussed. The priority of types of facility is suggested so that a core facility might later be enlarged to its optimum. Esthetic considerations are of primary importance. Appendixes outline in detail the analysis of projected physical needs, listing and describing specific rooms.

CONFERENCE ON RESIDENTIAL CENTRES FOR CONTINUING EDUCATION, October 14-15, 1966. Memorial University, Newfoundland. Extension Service. 1966. 43p.

The conference was called to provide background for the University Extension Service's study for ARDA to determine the feasibility of a Residential Centre for Continuing Education in Newfoundland. The role of the residential center is described, including its physical features, and the programs of the Quetico Centre are outlined. AC 001 553

REMOTE CONTINUING EDUCATION CENTER, OUTLINE PROGRAM. Washington University, Seattle. Continuing Education. September 1966. 67p. EDRS Order Number ED 010 673, price in microfiche $0.50, in hard copy $3.45.

A proposal is made for a remote continuing education center in a secluded area near Manchester, Washington. It would be complementary to an adjacent marine biology research center. The optimum capacity suggested is for 60 persons over night and 150 for daily instruction and dining. Facilities should include lecture, seminar, and committee rooms, a library, dining rooms, kitchen, living units, lounge and administrative areas, parking and separate cabins for faculty, researchers, and distinguished visitors. Outdoor recreational facilities would be provided. Future developments and expansion are taken into account. Appendixes list and describe proposed rooms, areas, and spaces as well as estimated occupancy and income. A map of the proposed site is included.

A PROPOSAL TO THE W.K.KELLOGG FOUNDATION FROM THE UNIVERSITY OF NEW HAMPSHIRE FOR A NEW ENGLAND REGIONAL CENTER FOR CONTINUING EDUCATION AT DURHAM, NEW HAMPSHIRE. New Hampshire University, Durham, 129p.

A proposal by the University of New Hampshire is set forth for a New England regional continuing education center exemplifying cooperation among institutions, international concern, interdisciplinary instruction and evaluation, and independent study. Over 30 proposed topics for regional, state and international conference programs are listed, together with selected physical and curricular elements and financing and budget formulas. Appendixes include possible topics for 150 additional conferences, meetings, and institutes: suggestions by the New England Board of Higher Education; regional programs proposed by University of New Hampshire faculty and others; preliminary plans for the Durham Seminar in Atlantic Community Studies; and elaboration of the Atlantic Community idea; the anticipated role of WENH-TV; preconference and post conference audiovisual services; a proposed university organization for coordinating external service and education: preparation of specialists in adult education; and proposals relating to the visual and performing arts, resource development, higher education, gerontology, and continuing medical education. AC 002 940

## VIII. PROGRAMS AND INSTITUTION SURVEYS

RESIDENTIAL PROGRAM DATA, A STATISTICAL DESCRIPTION. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO. Devlin, Laurence E. and Litchfield, Ann. Chicago University. Studies and Training Program in Continuing Education. CER-15 1967. 6p.

In the Program Research Project of Residential Adult Education Centers, data were collected by questionnaire on 25 aspects of 1,196 staff-influenced activities conducted in 1966 at residential centers of ten universities. Data were grouped by number, length, and distribution of activities, nature of the activity, origin and sponsorship, role of the center staff, sources of instruction, and characteristics of participants. AC 001 666

RESIDENTIAL PROGRAM DATA, IMPLICATIONS FOR PRACTICE. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO. Devlin, Laurence E. and Litchfield, Ann. Chicago University. Studies and Training Program in Continuing Education. CER-16 1967. 8p.

A profile of a typical staff-influenced residential activity is constructed from data reported in the previous issue of Continuing Education Report, and implications are discussed. AC 001 658.

PROGRAMS AND REGISTRATIONS, 1965-66. McGee, Howell, ed. Joint AUEC-NUEA Committee on Data and Definitions. 1966. 24p.

This report provides statistical data for the year 1965-66 on enrollments and programs provided for adults by the members of the Association of University Evening Colleges and the National University Extension Association. Figures are listed for class programs; and correspondence courses; for credit and noncredit courses; and by academic subject groupings. AC 000 613

A CRITICAL ANALYSIS OF SELECTED UNIVERSITY CONTINUING EDUCATION CENTERS IN THE UNITED STATES. Crane, Carlson Eldridge. New York University, New York. Ed.D.Thesis. 1959. 238p. University Microfilms Order Number 59-6217, price in microfilm $3.10, in Xerography $10.80.

Twelve continuing education centers, connected with member universities of the National University Extension Association, were studied to collect information on facilities, programs, related activities and financing. Interviews were conducted with top administrative officials. It was found that the most important purpose was service to the people of the state, and to increase educational opportunities for those who seek them: organizational forms were similar; status of staff was improving, continuing education programs were jointly planned by the center, academic departments, and outside agencies; public relations media were not used extensively; and more and larger suitable meeting places were needed. Seven recommendations are based upon these generalizations and conclusions. (The appendix includes the interview questionnaire.)

CONTINUING EDUCATION FOR MINISTRY: PERSONNEL, PARTICIPATION, AND EVALUATION. Gamble, Connolly C. Union Theological Seminary, Richmond, Virginia. October 1968. 24p. EDRS Order Number ED 029 247, price in microfiche $0.25, in hard copy $1.30.

This 1968 national survey on ministerial continuing education dealt with educational leadership in the United States, analyzed participation, and assembled information on evaluation. Of the 766 organizations contacted, 299 (39%) responded. Educators were asked about role concepts, years of service, training and prior experience, proportion of time devoted to continuing education, numbers of persons devoting major time to ministerial continuing education, chief problems, and their own continuing education. Fiscal policies, criteria for selecting participants and developing programs, provisions for educational counseling, denominational strategies, and extradenominational participation were investigated. Data on participation by clergy and laity in nonresidential, residential, and correspondence study were tabulated for action training centers, clinical pastoral education centers, councils of churches, seminaries, universities and colleges, denominational agencies, specialized continuing education agencies, and miscellaneous agencies. Respondents also indicated specific objectives, evaluation techniques, personal preferences among programs, programs with the most educational value, popular types of programs, and lessons gained from experience. (Twelve references are included.)

CINEMA IN ADULT EDUCATION; A STUDY OF THE FEATURE FILM SERIES IN AMERICA. Chamberlain, Ray Philip. California University, Los Angeles. Ed.D.Thesis.

1965. 259p. University Microfilms Order Number 65-6945, price in microfilm $3.35, in Xerography $11.70.

A nationwide study was made of the extent to which series of quality feature films from many countries have become a valued cultural activity. The usable sample comprised 231 series of somewhat similar quality. Most were of five types: standard series (by far the most common); historical (illustrating the history of cinema); specialized (particular themes or types); retrospective (a study in depth of a national cinema); or cycles (extensive presentation of a director's work). They were largely sponsored by libraries, art centers, museums, universities and colleges, film societies, or community service organizations. One recent development is to compress film series into a short residential form (seminars, conferences, and workshops). There has sometimes been opposition from commercial exhibitors, but many instances of cooperation also exist. About 210,000 persons participated in 735 series during 1962-63; average attendance was about 280 per series; and each averaged about 16 films. Admissions totaled about 4,000,000. Only a few series predated 1946. Eisenstein, Ray, Fellini, Kurosawa, de Sica, and Bergman were the most popular directors with film society programers.

LES CENTRES RESIDENTIELS (RESIDENTIAL CENTERS). L'Institut Canadien d'Education des Adultes, Montreal, (Quebec). September 1968. 73p. EDRS Order Number ED 026 586, price in microfiche $0.50, in hard copy $3.75. Text in French.

Results of a survey of residential adult education in the Province of Quebec are presented in this report. The existence of widespread financial difficulties is documented, together with a frequent lack of adequate community services and suitable facilities. Chapter I reviews the need of nonprofit groups for residential facilities and indicates the extent of available human and material resources. The next chapter is concerned with general features of residential centers (educational services, administration, accessibility, nonprofit policy, homelike environment), the role of residential centers, and the need for new centers. Finally, in Chapter III, recommendations are laid down for the creation of a new residential center, the maintenance and subsidizing of an existing center (the Institut Cooperatif Desjardins), and provisions (under a special independent committee) for coordinating the work of residential adult education centers in Quebec and promoting their development. Included are ten tables (enrollment data, facilities, programs, sponsorship), questionnaires, religious and secular organizations surveyed, excerpts from the by-laws of L'Institut Canadien d'Education des Adultes and its council and committee rosters.

ADULT EDUCATION AND THE ARTS. The National Institute of Adult Education, Great Britain. September 1966. 28p. Available from the National Institute of Adult Education (England and Wales), 35 Queen Anne St., London W1, England, price two shillings.

The purpose of this booklet is to indicate the many ways in which authorities and organizations providing adult education contribute to the government's aims as set out in "A Policy for the Arts--The First Step." The three articles contained in this booklet are reprints from "Adult Education" in Great Britain-- (1) "Creative Leisure in Short Term Residential Colleges" is the outcome of a survey, (2) "Action in the Arts" is an analysis of replies to inquiries addressed to the National Institute of Adult Education, and (3) "Stepping into Ballet" illustrates the interrelationship that is possible between educational and artistic promotions. AC 001 784

# IX. CLIENTELE SURVEYS

PROGRAM PLANNING AND PROGRAM EFFECTIVENESS IN UNIVERSITY RESIDENTIAL CENTERS. Weldon, J. Eugene. Chicago University, Illinois. Ph.D.Thesis. June 1966. 168p.

The purpose of this study was to determine the differences between (a) 22 conferences planned without participation representation and (b) 25 planned with participation representation, on 3 measures of program effectiveness -- (1) participants' perception of its relevance to personal motives, (2) their expressed satisfaction with it, and (3) their expressed interest in continuing educative activity. A Conference Evaluation form was constructed, pretested, and administered to 1026 men and women attending conferences in 1965 at 5 university residential centers. These conferences were randomly drawn within the two types of planning. The majority were directed to increasing vocational or occupational competency. Demographic factors of age (36-55), sex (mostly men), educational level (mostly college graduates), and previous attendance at conferences (59 percent) showed no differences between the groups of participants. Findings showed that participant perception of conference relevance to his personal motives and his satisfaction with it were greater in type-b conferences. The interest inventory did not show significant differences between the 2 groups. It did appear, however, that programs without participant representation ranked higher on acquisition of knowledge and programs with representation ranked higher in associational-participation dimension. AC 000 015

AN EVALUATIVE ANALYSIS OF SELECTED UNIVERSITY CONFERENCE PROGRAMS CONDUCTED AT KELLOGG CENTER FOR CONTINUING EDUCATION MICHIGAN STATE UNIVERSITY. Densmore, Max L. Michigan State University. Ph.D.Thesis. 1965. 191p. University Microfilms Order Number 65-14204, price in microfilm $3.00, in Xerography $8.00.

An analysis of residential continuing education programs conducted by University Conference Services at Michigan State University's Kellogg Center for Continuing Education was conducted in order to develop an instrument and methodology with universal application to measure conference success and participant satisfaction. Data were gathered from 630 respondents attending ten conferences, who were classified by Bureau of the Census industrial areas of origin, occupational level, and sex. Participants' perception of their learning and the relationship to over all satisfaction with the conference experience were analyzed. The Kropp Verner Reaction Scale was extensively used in measuring conference success and overall satisfaction. It was found that women favored conferences more than men; a significant difference existed between participant reactions when classified by industry of employment; program satisfaction was rated differently depending upon occupational level; and a mutual relationship existed between how participants judged the quality of their learning experience and degree of total satisfaction. Numerical indexes of participant satisfaction and conference success were developed for each conference analyzed.

IS UNIVERSITY FACULTY COMMITTED TO CONFERENCE PROGRAMS? (In Continuing Education Report, No. 13). Dekker, Tunis H. Chicago University, The Studies and Training Program in Continuing Education. 1967. 5p.

Data were drawn from self-administered questionnaires of 285 university faculty members from three National University Extension Association institutions--the University of Georgia, Michigan State University, and Purdue University-- to analyze the attitudes of faculty members in land-grant institutions. The findings revealed-- (1) No correlation existed between faculty orientation and

and the amount and frequency of conference involvement in that the degree of integration tended to increase with these factors (amount and frequency), and (3) faculty orientation was found to be independent of age, academic education, tenure, status, length of appointment in present position, time devoted to teaching and time devoted to research. This study has shown that faculty members in both the central and peripheral regions of the university participate in university conferences for professional reasons. AC 001 297

COUNSELING EDUCATIONALLY DISADVANTAGED ADULTS. PROCEEDINGS OF INSTITUTE SERIES. Pattison, Rose Mary, Ed. Indiana State Department of Public Instruction, Indianapolis, Division of Adult Education. 1968. 158p. EDRS Order Number ED 023 015, price in microfiche $0.75, in hard copy $8.00.

In 1967, several two-day institutes were held in Indiana for counselors of adult basic education students, and, in addition, a one-week residential institute for selected counselors who had attended a spring institute. Primary emphasis was on awareness of responsibility and understanding of the under-educated adult. Situational and Q-Sort tests were used to determine participant's perception of the role of counselors of educationally disadvantaged adults. Participants entered with a high degree of skill and knowledge about adult counseling which was maintained, but not significantly increased, by the programs. Counselors' perceptions of the undereducated adult as an educable entity increased after the institute, but there was a slight decrease in the perceptions of the adult as an economic unit and as a human being. The selected group who attended the residential institute did not differ from the total group. (Document includes several resources documents--Purposes and objectives of the institute, Adult Basic Education in Indiana, Counseling the under-educated adult, The social-psychological sphere of the undereducated adult, Outline of an orientation and guidance training session for teachers and counselors of under-educated adults in selected areas of the State of Kentucky, The power of the poor, The second mile, and Summation and a look to the future.)

A STUDY OF THE RESULTS OF A PROGRAM OF CONTINUING EDUCATION FOR PROTESTANT CLERGY. Stewart, Charles W. Institute for Advanced Pastoral Studies, Bloomfield Hills, Michigan. EDRS Order Number ED 021 190, price in microfiche $0.25, in hard copy $1.05. 19p.

Data on the program of The Institute of Advanced Pastoral Studies were gathered through content analysis of 100 unsolicited letters from conferees, analysis of before and after questionnaires used with a conference and a control group and given to four spring conferences in 1964, and analysis of the Theological Studies Inventory used before the 1964 spring conference and four months later. It was concluded that temporary changes in role perception and behavior as a result of conference attendance may enable a minister to change in his relationship with laymen from a prima donna or laisez-faire style of leadership to one of "coach-player," changes varying somewhat with age and greatly with denomination. An orientation course can guide the conferee to learn certain principles and sensitize him to his mistakes in preaching, group counseling, or administration, but for lasting learning, additional training and work with laymen outside the church are needed. Parish ministers do a great deal of attitudinal and perceptual learning in a short, intensive experience, but there is need for follow up conferences six months to a year later. (Document includes six tables and a glossary.

CHANGES DURING AND FOLLOWING LABORATORY TRAINING, A CLINICAL-EXPERIMENTAL STUDY

(In THE JOURNAL OF APPLIED BEHAVIORAL SCIENCE, 1(3)/215-242, July-September 1965.) Miles, Matthew B. 1965. 28p.

The difficulties in studying any treatment process are legion: vagueness in outcomes; imprecisely described processes; absent or noncomparable control groups; measures which sensitize the subjects; small numbers of (usually self-selected) subjects; and failure to specify a clear theoretical basis for predictions made. A population of 34 elementary school principals was studied intensively before, during, and after a two-week training laboratory, as were two carefully selected control groups. The underlying theory attempted to specify the contributions of personality variables, organizational press, and involvement in training processes during the laboratory to the explanation of obtained on-the-job change. In general, valid experimental-control differences were found. Changes as a result of the training seem primarily associated with active, "unfrozen" participation at the laboratory, and with reception of feedback. Personality factors, such as ego strength, flexibility, and need affiliation, do not affect learner change directly, though they do condition participation during the laboratory. Finally, organizational factors, such as security, autonomy, power, and problem-solving adequacy, serve to mediate the use of laboratory-caused learnings to some degree. These generalizations were supported by correlational analysis and by case studies of individual learners. AC 000 804

EFFECTS OF HUMAN RELATIONS LABORATORY TRAINING ON FLEXIBILITY AND ATTITUDES TOWARD SUPERVISION. Bringle, Ronald Royce. Oregon University. Ph.D.Thesis. 1967. 149p. University Microfilms Order Number 68-3973, price in microfilm $3.00, in Xerography $7.00.

The problem of this study was to assess the effects of a three-day residential human relations laboratory on flexibility and supervisory attitudes. An instrument constructed by Felker and Smith designed to further "operationalize" the construct of philosophic-mindedness was used to measure flexibility. Supervisory attitudes were measured by an instrument developed by Scientific Methods, Inc., entitled Managerial Values. It was hypothesized that flexibility would be increased by human relations training; also that 9/9 attitudes toward supervision would be increased. Both hypotheses were supported. Differences between means on flexibility and 9/9 attitudes at times 1, 2, and 3, were significant at the .01 level for the experimental group while there were no significant differences between means for the quasi-control group. Flexibility scores for administrators in this study were compared with scores by philosophy of education students as reported by Smith and Felker.

"COMPLEMENTARY GOAL SYSTEMS, GRATIFICATION AND PSYCHOLOGICAL CLOSURE," -- AN ANALYSIS OF A CONFERENCE EXPERIENCE. Gessner, Quentin H. Ed.S.Thesis. October 1966. 67p.

A study was made to test the hypothesis that complementary goal systems on the part of conference planners, speakers, and participants will cause participants to experience high gratification feelings which will in turn produce psychological closure (a sense of completion or resolution). Subjects were city and county planners and urban and regional researchers attending a two week institute on "Emerging Concepts and Methods in Urban and Regional Analysis." During the first week, speakers from various disciplines discussed the development and applications of new concepts, models, and techniques of planning; during the second, various computer operations, programs, displays, and techniques were presented. An evaluation instrument was administered at the end of each week. Although the hypothesis could not be verified (mainly because all participants expressed gratification), it appears that the similarity-gratification concept, but not the gratification-closure concept, was supported. Several recommendations on conference planning and evaluation were made. AC 002 909 [illegible]

IN-DEPTH TEACHING IN EXTENSION. Lutz, Arlen E. and others. 6p. In Journal of Cooperative Extension v6 n2 p107-12 Summer 1968.

To reach a wider audience of rural adults, extension services should stress in-depth teaching of basic concepts. A study was made to assess the value of new workshop-type programs for meeting the needs of Nebraska Extension Service clientele, using a sample of farmers, aged 21-69, who had attended during the winter of 1964-65. Tenants and part owners under 45, with a high school education or better and gross annual farm product sales of over $10,000, were the largest proportion of the sample; 93% indicated that the workshop had dealt with their own interests clearly. Findings suggest that the workshop appeals to farmers above average in income, tenure, and education, but relatively young; that clientele systems are in a constant state of renewal; and that the success of the workshop method requires a team approach by county agents and specialists.

A CRITICAL STUDY OF THE CONTINUING ADULT STUDENT BODY AT THE OKLAHOMA CENTER FOR CONTINUING EDUCATION IN PROGRAMS OF LIBERAL EDUCATION. Ford, James Harlan. Oklahoma University. Ph.D.Thesis. 1966. 102p. University Microfilms Order Number 66-10,172, price in microfilm $3.00, in Xerography $5.20.

This study sought to identify the adult student body in liberal education at the Oklahoma Center for Continuing Education, to describe student characteristics and participation, and to learn if there is a participation relationship between liberal education programs and vocationally oriented programs at the Center. As determined from enrollment records, a majority of participants were middle-aged, managerial or professional personnel or housewives, above average in education, and residing in urban communities. When encouraged to do so, husbands and wives participated together. No common point of entry or sequential pattern of participation could be found. Extent of participation appeared related to persistence of programing. There was also some cross-program recruitment between the two types of programs. Moreover, the percentage of participation before and after middle age, and the extent of participation by clerical workers and rural dwellers, seems to warrant further research with these groups as potential audiences.

KNOWLEDGE OF CONFERENCE OBJECTIVES AND EFFECT UPON LEARNING. Blaney, John P. and McKie, Douglas. In Adult Education; v19 n2 p98-105 W 1969.

Research was conducted to determine whether knowledge of instructional objectives in an adult education program assists participants to attain these objectives. Participants were randomly placed into three groups: group A was provided with behavioral instructional objectives; B with a general orientation of the program; and C with a pretest. The presentation of behaviorally stated objectives resulted in Group A doing significantly better on the criterion test at the .05 significant level.

MATURE STUDENTS: THE OPPORTUNITIES OPEN TO THEM AND THE DISABILITIES FROM WHICH THEY SUFFER, TOGETHER WITH SOME RECOMMENDATIONS AND INFORMATION. Workers' Educational Assn., London (England). 1967. 20p. EDRS Order Number ED 025 690, price in microfiche $0.25, in hard copy $1.10. Also available from Workers' Educational Assn., Temple House, London W1, England (2 shillings).

Mature students undertake studies at colleges of education, vocational institutions, and long term residential colleges, usually as a sequel to interests and studies cultivated in adult classes. Increased demands in teaching, social services, and management, as well as demands for upgrading of technical skills have increased educational opportunities. Admission requirements are often flexible and aid is available from Local Educational Associations for all students receiving two 'A' levels in General Certificate of Education and acceptance at a university. Long term residential colleges such as Ruskin, Hillcroft, the Cooperative College, Fircroft, Coleg Harlech, and Newbattle Abbey are expanding as centers in which students can be prepared for the university or other forms of higher education. Teachers colleges are being encouraged to provide more flexible admission procedures and to accept more mature students. Day colleges in metropolitan areas provide convenient teacher training facilities and grants which are sufficient for married women. It is suggested that new residential colleges be founded in addition to further expansion of present ones, and that methods of admission and grant-aid be revised.

A STUDY OF THE CONTINUING EDUCATION NEEDS AND INTERESTS OF MANAGERS AND PROFESSIONAL PEOPLE IN SOUTH-CENTRAL OREGON. Easton, Edison E. Oregon State System of Higher Education. November 1968. 57p. EDRS Order Number ED 026 590, Price in microfiche $0.25, in hard copy $2.95.

Questionnaires were sent to determine educational needs of supervisors, managers, administrators, and professional people in south-central Oregon. Answers, based on 171 usable questionnaires, cannot be assumed representative, but some patterns emerged. Subject areas of greatest interest were human relations, management and organization, psychology and motivation, writing, supervision and leadership, speech, data processing, accounting, investments, personnel and manpower, labor relations. Winter was preferred for programs and 3/4 were willing to drive only 1-20 miles round trip once a week for 8-10 weeks. The seminar discussion approach was preferred. Those with over two years' college education favored faculty members over instructors from business or the professions. Those from larger organizations favored two or three day conferences and expected time off with pay and their tuition to be paid.

THE INTERESTS IN MANAGEMENT CONFERENCES AT EAST TENNESSEE STATE UNIVERSITY AMONG BUSINESS OWNERS AND MANAGERS. Noble, Albert C. East Tennessee State University, Johnson City. M.A.Thesis. August 1964.

In a study to determine the need for an interest in management conferences to be sponsored by East Tennessee State University for business owners and managers, 136 businessmen in a nine county area surrounding the University rated suggested conference topics. Bankers, Lawyers, accountants, and business leaders, buyers for business firms, and consumers were all asked to give opinions of the management skills of local businessmen and suppliers. From the responses it appeared that there is a need for the owners and managers of at least some business firms to improve their management skills and there is interest in the business community in a program of training conferences sponsored by the University. It is recommended that the University further define the training needs of area businessmen, evaluate its manpower resources for conducting conferences, determine the availablity of conference leaders outside the University, designate a conference coordinator, and carefully plan, schedule, and publicize a pilot conference. (Document includes the survey questions and 11 tables.) AC 002 285

## X. FOREIGN RESIDENTIAL EDUCATION

ADULT EDUCATION AND SWEDISH POLITICAL LEADERSHIP (In INTERNATIONAL REVIEW OF EDUCATION, 12(2)/129-143, 1966.) Erickson, Herman. 15p.

In an attempt to evaluate the influence of adult education on Swedish policital leadership and on social and economic progress in a democratic society, information was gathered on the education of political and labor leaders. Among members of Parliament, 66 percent of the total, 79 percent of the Social Democrats, 87 percent of Agrarians, 41 percent of Liberals, and 33 percent of Conservatives had had recourse to adult education in some form for postelementary education. Folk high schools were most often named, and study circles least often named, as the form of adult education used by these members of Parliament. About 90 percent of the labor leaders surveyed had relied on adult education(mainly for social and economic topics and languages) beyond the general grade school. Proportions for city council members in Stockholm and three other selected communities ranged from 51 percent to 80 percent. Even in the Cabinet of Ministers, seven of the 15 members had prepared for public service through adult education. Findings suggest that adult education plays an important role in the successful functioning of Swedish democracy. (The document includes three charts, and abstracts in French and German.) AC 001 79

FOLK HIGH SCHOOLS IN SWEDEN. Fleisher, Frederic. The Swedish Institute for Cultural Relations with Foreign Countries, Halmstad (Sweden). 1968. 112p. Available from The Swedish Institute, Hallandspostens Boktryckeri, Halmstad, Sweden.

In this document on Swedish folk high schools, the history, philosophy, types of programs, backgrounds of past and present students, adjustment to a changing society, and the implications for the future, are presented. AC 003 514

ADULT EDUCATION IN SWEDEN. Stahre, Sven-Arne. 1966. 43p. EDRS Order Number ED 026 574 price in microfiche $0.25, in hard copy $2.25.

The chief components of Swedish formal adult education are (1) independent lectures, which stress popularization of public affairs and of selected aspects of culture, science, and technology; (2) the folk high schools, whose object is to impart to young adults a general and civic education; (3) special schools operated by the popular movements; and (4) study circles, which are fellowship groups that meet to pursue theoretical and practical study of particular subjects according to a predetermined plan. Lecture activities are organized and coordinated at several levels, and receive some government support; the study circles and folk high schools are largely government subsidized. Study circles, annually serving one out of ten adult Swedes, cover a broad range of subjects; fine arts and foreign languages have become especially popular. Lecture series, residential courses, mass media, libraries, correspondence study, and other programs supplement the study circles. (The document includes enrollment and attendance data, lecture activities (1963-64), and a list of 13 approved national adult education organizations.)

PLANNING AND PURPOSE IN ADULT EDUCATION IN ONTARIO; THE REPORT OF THE FOUNDING

CONFERENCE OF THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION (TORONTO, APRIL 15-16, 1966). Canadian Association for Adult Education, 2123 Sultan Street, Toronto, Ontario. 1966. 38p.

The Ontario Association for Continuing Education (OACE) was founded to serve as the Ontario division of the Canadian Association for Adult Education and the continuing education section of the Ontario Education Association. The keynote address at the founding conference of the OACE in April 1966, stressed manpower development aspects of continuing education. Reports were given on a training program for mature women at the Quo Vadis School of Nursing in Toronto; the residential Elliott Lake Centre for Continuing Education in northeastern Ontario; the creation of the Ontario Institute for Studies in Education to study educational problems and concerns and to conduct graduate and other instruction; and the work and growth of the Adult Training Counselling Centre. The institutional and special problem areas workshops produced brief recommendations on such topics as vocational training, residential adult education, labor education, public libraries, university extension, community colleges, educational broadcasting, community development, and the training of adult educators. AC 003 030

ASSEMBLEE GENERALE ANNUELLE -23 MAI 1968; RAPPORT DES ACTIVITES 1967 - 1968. (ANNUAL GENERAL ASSEMBLY- MAY 23, 1968; REPORT OF ACTIVITIES 1967 - 1968). Institut Canadien d'Education des Adultes, Montreal (Quebec). Text in French. 1968. 55p. EDRS Order Number ED 023 948, price in microfiche $0.25, in hard copy $2.85.

The report presented at the 1968 general assembly of the Institut Canadien d'Education des Adultes (ICEA) gives the highlights of 1967-68 in the areas of administration, information and documentation, research and reporting, and cooperative planning, ICEA operations and components include affiliated members and organizations, the Administrative Council, the Executive Committee, the Secretariat, work committees, and a financial report. Facts and figures on ICEA documentation services, resources and publications, surveys and research studies (including bibliographic research), conferences and round tables, international exchange with France, and training for prospective career diplomats, are also furnished. Appendixes list members and participants from French speaking Canada and elsewhere, officers of work committees and publications.

DIE VOLKSCHOCHSCHULE IN DER SCHWEIZ' LES UNIVERSITES POPULAIRES EN SUISSE (Folk Universities in Switzerland) (Text in German and French). Verband de schweizerischen Volkshochschulen, Zurich (Switzerland). 1962. 23p. AC 000 204

WANDLUNGEN DER ERWACHSENENBILDUNG IN DER BUNDESREPUBLIC DEUTSCHLAND (CHANGES IN ADULT EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY). (Text in German). In INTERNATIONAL REVIEW OF EDUCATION, 12(2)/144-158, 1966. Tietgens, Hans. 1966. 15p.

Although European adult education grew out of the Age of Enlightenment, the German movement long tended to reject this origin. Even after 1945, adult education in Germany was justified by considerations of mass society. Since then, however, the mobility of society has come to be considered the determing factor. The "Volkshochschulen" (adult education centers) are the chief manifestation of this trend. They try to harmonize theory and practice by eliminating the contrast between general and vocational education and by asserting their competence in the areas of assistance in learning and in the formation of opinions, and in their own activities. As a result, both the public image and the programs and methods are being transformed. The principle that the Volkshochschulen should be open to all no longer precludes the possibility of efficient work in groups with differing interests, motivation, and achievement. Efforts are being made to develop long-term study programs, and misgivings regarding certificates of attendance and achievement have been resolved. The lack of qualified personnel and methodological analysis is also beginning to be corrected. (Abstracts in French and English are included.) AC 001 796

TRADE UNION EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY. A SUMMARY AND CRITICAL EVALUATION. Huddleston, J. In International Review of Education v14 n1 p24-42 1968

Trade union education in Western Germany is composed of Union Schools, both residential and nonresidential, and workers' academies; there are also joint undertakings under the auspices of the Federal Trade Union Organization and the folk high schools. In May 1952 an Act was passed which provided for a certain amount of cooperation between unions and industrial management. Trade union officials are required to reconcile the welfare and economic needs of the workers, and the economic interests of the Republic as a whole. Preoccupation with the consequences of this legislation has led to preoccupation with labor law and utilitarian training; perhaps undue emphasis is being placed on training of officials; unions have done little to provide experienced tutors; and a lack of understanding of each other's point of view is apparent between the folk school and the unions. But it is hoped that these joint undertakings will make an effective contribution to the establishment of real democracy in Germany. AC 004 608

ADULT EDUCATION IN GERMANY: BIBLIOGRAPHY. Schadt, Armin L. ERIC Clearinghouse on Adult Education, Syracuse, New York. June 1969. 49p. EDRS Order Number ED 029 167, price in microfiche $0.25, in hard copy $2.55.

This bibliography on adult education in Germany lists German-language documents (some with abstracts) arranged in three historical periods and a supplement of English-language documents with abstracts. Twelve documents from the period prior to World War I reflect a searching for the fundamental aims of popular education; 32 from the Weimar Republic period, when adult education was formally accepted, cover the establishment of "Volkshochschulen" (folk schools) and practical aspects of adult education; 56 from the years since World War II cover the reestablishment of separate systems of adult education in East and West Germany and the continuation of the folk school in both, as the primary institution for the education of adults. Six journals in the area are included, and 13 English-language documents with abstracts. There follow a listing of publications of the ERIC Clearinghouse on Adult Education, notes on their availability, and an order form for the ERIC Document Reproduction Service.

POSITION AND TASKS OF THE VOLKSHOCHSCHULEN IN WEST GERMANY. Dolff, Helmuth. In Centro Sociale, International Issue v14 n76-78 p213-20 1967 8p.

Recent statistics on participation, financial support, and types of courses and lectures (mainly in languages, literature, fine arts, and professional training and preparation) suggest the nature and the growth of the Volkshochschulen in West Germany since 1945. Most of the effort is at the local level, where the associations play a key role in policy formation, research, documentation, record keeping, and adult educator training, but the Pedagogical Center at Frankfurt has charge of foreign relations, high level course planning and cooperation with the television and film industries. The Volkshochschulen see themselves as broadly democratic adult education establishments for improving individuals and society. Local centers should meet local needs and conditions, and should try to help people to learn, keep informed, develop their critical faculties, and use their leisure time. Activities should include practical courses, study and discussion groups on social, political, and other problems, recreational and hobby groups, and (where needed) plays, films, concerts, and exhibitions. AC 002 551

PROCEEDINGS OF THE AUSTRALIAN ASSOCIATION OF ADULT EDUCATION (Third National Conference, Warburton, Victoria, August 23-26, 1963). Australian Association of Adult Education. 1963. 152p.

These proceedings of the third National Conference of the Australian Association of Adult Education, August 23-26, 1963, at Warburton, attended by representatives of adult education organizations from all parts of the Commonwealth, report the papers and some short accounts of discussions. Reports on recent experiments and developments in adult education, especially in the use of the mass media are included. Also, lectures and discussions on two syndicate sessions -- 1) Training for professional work in adult education, and 2) Residential adult education -- at the annual meeting of the association on August 27, are recorded. AC 001 878

EDUCATIONAL INSTITUTIONS AND ADULT LITERACY (Seminar report and papers, Asian-South Pacific seminar on the role of educational institutions in the promotion of adult literacy, New Delhi, India, October 24-27, 1966). In ASPBAE Journal 1(2)1-51, November 1966. Asian-South Pacific Bureau of Adult Education, New Delhi (India). November 1966. 53p.

Special reports and essays on the role of educational institutions and voluntary agencies in adult literacy work deal with such issues as training functions, program planning, research and program evaluation, publicity, publications, finance and administration, and personnel. One essay views the role of the university in terms of providing basic and applied research, providing background expertise, and preparing the trainers of literacy workers. Another essay, which discusses the values and limitations of public school literacy and basic education in the light of Philippine experiences, presents the community schools as sources of literacy education and broadly based community development, outlines the elements of fundamental education, and surveys the folk schools and other continuing education activities. A third essay discusses the special advantages (mainly flexibility, creativity, close contact with the people and their needs, and effectiveness in converting broad plans and aims into useful action) of voluntary groups, Finally, the Deputy Chief of the UNESCO Mission in India urges greater integration of adult education and literacy programs into the dynamics of society, and cites needs in program planning and evaluation, mass media use, and documentation. AC 001 015

ADULT EDUCATION IN INDIA. Styler, W.E. 1966. 118p.

Against a background of mass illiteracy, poor pay and status of teachers, and an alien education pattern, the state governments of India have provided social education for citizenship as well as literacy. Individual and group methods have been used, vidyapeeths (residential colleges) and educational centers have been set up, and All India Radio used in rural areas. Because of overwhelming illiteracy and its connection with community development and the panchayats, which have not been successful, social education has not achieved as hoped. Thinking is turning to concentrating on the 15-30 age group and setting up voluntary village colleges with government support. Since 1958, the Central Board of Workers Education has provided successful courses for workers run by professional education officers and worker teachers and concerned also with literacy. Since 1964, the Universities of Mysore, Poona, and Rajasthan have created departments of adult education, providing lecture series and setting up educational centers in smaller communities. Delhi has started a correspondence course. The Indian Association for Adult Education, a voluntary organization, should become a quasi-government agency to develop a structured system. (This document is available from the Oxford University Press, Oxford, England). AC 001 450

LIBERAL EDUCATION AND THE VILLAGERS OF MYSORE. In Hemisphere 10(11)/2-7 November 1966. Shaw, John H. November 1966. 6p.

The Vidyapeeths ("seats of learning") -- a series of eight residential colleges for rural youth -- have been established in Southern India under the aegis of the Mysore State Adult Education Council. Originated in the 1940's to raise the levels of adult literacy, they have developed into residential colleges based on a combination of the Gurukula-Ashrama (an ancient Indian scheme of educating youths secluded in a forest with a teacher) and the Danish Folk High School movement. Leadership training is an essential part of the Vidyapeeth aims, along with agricultural, social, civic, and cultural education. Three of the eight Vidyapeeths have established their own cooperatives, with similar cooperatives planned for the remainder. Two tables of statistical data are included. AC 001 387

EDUCATIONAL INSTITUTIONS AND ADULT LITERACY; REPORT OF THE ASPBAE SEMINAR (NEW DELHI, INDIA, OCTOBER 24-27, 1966). Asian-South Pacific Bureau of Adult Education. 1966. 60p. Available from Asian-South Pacific Bureau of Adult Education, 17B Indraprastha Marg, New Delhi, India.

In a discussion of the roles of universities, voluntary agencies, and public schools in adult and literacy education, consideration is given to fund raising, the establishment of national and international literacy trust funds, mass literacy and the indivisibility of education, roles of institutions as well as of parts of the school system, and the changing of the goals of some voluntary organizations with social changes. These voluntary organizations provide a bridge between government and the public; they are flexible, close to society, and are able to raise funds. (A description of the Philippine Experiment is included.) AC 002 985

LABOR TRAINING IN DEVELOPING COUNTRIES, A CHALLENGE IN RESPONSIBLE DEMOCRACY. Zack, Arnold. 1964. 198p. Available from Frederick A. Praeger, New York.

This study discusses the political and socioeconomic role of trade unions in developing nations, educational and training needs of unionists, leadership training methods (overseas tours, regional courses, residential programs), organizational problems, curriculum planning, effects of sponsor objectives, the selection of staff and participants, training methodology, evaluation procedures, program impacts, and ways of improving union and governmental cooperation. It is suggested that cooperation by business, governmental, and other employees to maintain and support regimes aimed at responsible constitutional development may produce conditions conducive to constructive and free trade unions in developing nations. Appendixes describe programs in India, Puerto Rico, the United States, the Philippines, Israel, Mexico, Uganda, and Geneva (Switzerland). AC 001 023

PLANNING NON-FORMAL EDUCATION IN TANZANIA. AFRICAN RESEARCH MONOGRAPHS, 16. King, Jane. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Institute for Educational Planning. Available from Librairie de l'Unesco, Place de Fontenoy, 75, Faris-7e, France (IIEP.66-1. 16-A, $1.50). 1967. 43p.

Nonformal adult education in Tanzania includes literacy classes, rural extension, community development, training within industry (TWI), civil service inservice training courses, correspondence and evening courses, residential adult education (Kivukoni College,) and women's groups other than literacy classes. Provisions for nonformal education reflect economic and social demands, and follow the generally un-connected initiatives of different ministries and institutions in government, private industry, the rural sector, and urban centers. Data on expenditures, the discrepancies between enrollments and attendance, training and development personnel and their regional distribution, civil service course graduates in different fields, and related matters suggest a need for fuller national planning and coordination, cooperation at the regional and project levels, selection of priorities on an economic basis, a centrally organized system of business and industrial training, and, perhaps most of all, integrated action in personnel training and distribution. (Eight tables are included.) AC 003 961

PEOPLE'S EDUCATION PLAN. Kivukoni College, Dar es Salaam (Tanzania). 1966. 20p. mimeo. EDRS Order Number ED 010 675, price in microfiche $0.25, in hard copy $1.10.

This document outlines a plan for adult education and community development in Tanzania intended to involve the citizens in the national development program. The principal proposals are for village and district training centers, for adult education colleges at Rungemba and Kivukoni and a community development training center at Tengeru, and for the extension of extramural classes. The staff and funds required to implement the plan are discussed. A second section of the document briefly describes the origin, history, and program of Kivukoni College, a residential college for adult education. Its staff and students are listed.

THE ROLE OF THE UNIVERSITY IN ADULT EDUCATION TRAINING (Report of a conference held at the University of Zambia, Department of Extra-Mural Studies, December 14-15, 1966). Zambia University, Lusaka. Department of Extra-Mural Studies. 1966. 100p.

Fifty-one representatives of government, the University of Zambia, and industry discussed the role of the University Department of Extra-Mural studies in the affairs of the country. The consensus of the conference was that the university conduct research, act as an advisor to other agencies, and work with them in developing and evaluating training programs, that a sub-committee of the National Council of Education be formed to coordinate adult education activities, and that training courses be set up for teachers of extension workers, volunteers, prospective teachers, and those working in mass media. Correspondence courses should be backed by radio and residential programs. Subjects offered should include philosophy of adult education, teaching methods, program planning, comparative adult education, economics of development, language problems, and factors affecting adult learning. Other skills could be taught in conjunction with other institutions. Papers read and distributed at the conference, information on training courses in adult education, list of conference participants, and future trends in the department are included. AC 001 246

SOCIETY, SCHOOLS AND PROGRESS IN SCANDINAVIA, (Pergamon Press, London) Society, Schools and Progress. Dixon, Willis. The Commonwealth and International Library, London. 1965. 210p.
AC 000 346

NORDISKA FOLKSILDNINGSKONFERENSEN I TAMMERFORS (SCANDINAVIAN CONFERENCE ON ADULT EXTENSION EDUCATION IN TAMMERFORS), 5-9 August 1963. Text in Swedish. Adult Education Union in Finland, Helsinki. 1963. 11p.

The summary of a 1963 conference on adult education extension methods and activities in Scandinavia features group reports examining the functions and scope of formal extension work, methods and areas of emphasis, the status and importance of activity learning in formal study, the place of activity learning in group work, folk high schools and the training of adult educators, and educational objectives relating to the learning of group leaders and participants and the improvement of course materials. The document includes the conference itinerary and staff roster. It is available from the Adult Education Union in Finland, Museokatu 18, Helsinki. AC 002 475

FOLKEHOJSKOLEN I NORDEN, POHJOLAN KANSANOPISTO. ARBOG 1963-64. (FOLK HIGH SCHOOLS IN SCANDINAVIA, YEARBOOK 1963-64). Skovmand, Roar, ed. 1964. 180p Nordiske Folkehojskolerad, Odense, Denmark, Vol. 4, 1963-64.

This yearbook, written in Finnish with an English summary, includes articles on the development and present state of the folk high school system in Finland, Norway, and Sweden, the concept of "la negritude," (the affirmation of Africa's national individuality which could be expressed in its educational system), the Nordic Folk Academy, and experiments in internal democracy at the Tollare Folk High School. Biographical sketches of Erica Simon, Jon Mannsaker, Hal Koch, and Birger-Magnus Hellerstedt are given. AC 002 309.

CONTINUING EDUCATION--NSUKKA: A PROGRAM OF UNIVERSITY EXTENSION AIMED AT SERVING THE PRACTICAL AND INTELLECTUAL NEEDS OF A DEVELOPING NATION. Doyle, Louis A. [1968]. 66p. EDRS Order Number ED 026 577, price in microfiche $0.50, in hard copy $3.40.

A history of extension education in Nigeria, particularly as it relates to the University of Nigeria (Nsukka), is given with implications and reflections for other programs in Nigeria and other areas of Africa.

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